

# Analysing Translation Errors of Higher Education Learners Using MQM and ISO 17100: Implications for Language Education

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## ABSTRACT

Translation enhances communication, political cooperation, economic growth, and cultural acceptance in today's globalised society. As the world gets increasingly interconnected, translation becomes more important for understanding diversity. Due to the many cultures and languages in Malaysia, mastering translation is crucial for higher education learners to bridge communities and perform global competency. Unfortunately, the lack of a quality benchmark will only aggravate the quality issue if translated work varies greatly in correctness, fluency, and coherence. The MQM framework with an emphasis on linguistic is used to identify common translation errors in learners' works concerning Malay language conventions and formal standards. This study examined 50 target texts in Malay derived from a single source text translated by the LG120 Diploma in English for Professional Communication program. The result shows 13 linguistic convention error categories and non-applicable errors in the index, TOC, images vs. text, and whitespace. This shows that learners were unaware of translation issues, which could be a concern if not addressed during learning. This article provides important information on linguistic convention errors and MQM, although the number of learners was limited and their language proficiency in both languages was not measured. Filing this gap with future research would deepen the findings' interpretation and provide more specific translation training pedagogical ideas.

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## 1.0. Introduction

Translation functions as a gateway in our interconnected world, facilitating the exchange of ideas, political collaboration, economic development, and cultural acceptance. As the world becomes more interconnected, the need of translation as a source of understanding amidst diversity grows significantly. In the field of translation, it is important to note that to ensure the quality of translation both as a process and as a product is to investigate the requirements, standards and guidelines. Many academic studies, industry approaches and regulatory efforts are seen

to define, standardised and guide the translation work on both the source and target texts by translators to be deemed as equivalence and of high translation quality. The intended message, hence simplifying communication for target audience to which the translation reflects the source text's meaning without errors is to achieve better employment prospects via expanded linguistic inclusion and economic development aligned with SDG 8, while promoting innovation and sustainable infrastructure for global communication in accordance with SDG 9. According to Heinisch, B. (2021), academic translation discourse emphasises meaning equivalency between source and target texts in which choosing a translation strategy depends on the translator's purpose or goal. The translation approach emphasises this goal is also important to information distribution and SDG implementation.

This development is considered important and the opportunity for a professional growth should not be underestimated. This could prove that this field is leading into sustainability in which integrating sustainability into translation practices enhances the economic and professional advancement of linguists while establishing responsible practices in accordance with long-term global objectives. Tasheva Nafisa Zaynitdinovna (2025) emphasised that the process of translation involves navigating linguistic and cultural gaps. Texts are situated within a context shaped by historical, cultural, and socio-economic factors. Therefore, the objective of translation determines its global process of transfer or interaction. This indicates that the translation industry is not only a service sector but an important contributor to sustainability, promoting innovation, inclusivity, and cultural preservation while ensuring efficient and ethical communication across borders. This integration emphasises the industry's contribution to developing a sturdy and sustainable infrastructure that meets current and future demands.

In Malaysia, the study of translation is of utmost important due to the diversified culture and languages and this holds significant importance for learners in higher learning institutions to bridge communities as well as to be able to perform global competency. Mentioned by Gill (2013), Malaysia's journey into nationhood and ethnic integration has been a challenging one with various issues on language and national identity, which results in language-in-education planning. The Malaysian government of multi-ethnic nations negotiates language medium issues to balance national and multi-ethnic community needs. Thus, the study of translation could also encourage learners to be able to produce local works in which they are able to increase Malaysia representations by looking into the challenges to analyse context, resolve ambiguities and convey meaning effectively align with Malaysia's vision of global citizenship thus, higher learning institutions must play a part to realise the visionary of being multilingual.

However, if translation courses offered by Higher Learning Institutions fail to adhere to specific standards, it may lead to learners producing translations that significantly vary in accuracy, fluency, and coherence because of the lack of a clear quality benchmark. This will aggravate the quality issue when learners are disadvantaged compared to peers enrolled in institutions that integrate standards into their curriculum. Mitchell-Schuitevoerder (2015) states that accreditation and certification bodies control ISO standards. Businesses must monitor the fundamental process, keep records, verify errors, and improve continuously to meet these standards and remain certified. A case study on ISO 17100 certification and client satisfaction enhances the subject matter. First, the research examines a medium-sized company's Translation & Localisation department's issues, including translation errors and in-house and freelance translator frustration. These challenges, combined with a lack of professional standards (European Commission, 2012), have caused considerable turnover. The company sought ISO 17100 certification to address these difficulties by requiring translation service providers to meet standards for consistency, accuracy, and quality.

Therefore, this study examines how the Multidimensional Quality Metrics (MQM) framework can be integrated with ISO 17100 to establish a standard for translation quality, focusing on maintaining accuracy, consistency, and cultural relevance across various languages in order to enhance both process of efficiency and the integrity of translation outcomes.

## **2.0. Research Question**

This study aims to investigate and identify common translation errors in learners' works aligned to Malay language conventions and formal standards, using the MQM framework with a focus on linguistic conventions. Thus, this study will answer the following research question:

- How does the MQM framework provide support in the identification and analysis of linguistic convention errors in Malay translation outcomes?

### **3.0. Literature Review**

#### **3.1. MQM Framework**

The Multidimensional Quality Metrics (MQM) Framework is an approach to evaluate translation quality. It's flexibility and adaptability are deemed suitable to investigate quality assurance process in different context and industries. The MQM Framework is introduced by Lommel et al. (2014) which investigates the 8 dimensions of errors namely terminology, accuracy (adequacy), linguistic conventions (fluency), style, locale conventions, audience appropriateness, design and markup, and custom. These dimensions establish a strong framework for examining translation as a quality assurance process.

Many studies were based on its linguistic conventions to classify translation errors in the literature of translation research enforcing its credibility and relevance to this study. The evaluation and monitoring of translated text using MQM has demonstrated that productive outcomes can be accomplished through concrete and objective data. As a result, this research adopts the entire MQM schema, as it is an industry standard that aligns with the research objectives as it is viable, well-established and flexible. Toury (2012) emphasised that translators prioritise adequacy in translation adhering to the rules and conventions of the source language. This practice ensure that a translated text must conforms to the linguistic rules and conventions of the source text, thus helping to create a smooth and natural target text. This emphasises the importance of the MQM framework in achieving linguistic accuracy and professional standards in translation.

#### **3.2. ISO17100**

This is an international standard for translation process and it establishes requirements for all the aspects that a translation documents should have to reflects its consistency and professionalism standard met in delivering quality translation services. The mechanism of translation must be adhered as a benchmark for improving process of efficiency and output integrity among translators ensuring accuracy, consistency and cultural relevance across diverse language from the source to the target language.

The translation of academic resources is important in our globalised society, where rapid sharing of knowledge is negatively impacted due to language obstacles. Ningrum et al., (2024) stated that the translation of academic texts has become significant in today's society, requiring a precise knowledge of vocabulary and scholarly context. This aims to ensure that knowledge and research are used extensively and universally accessible. Professional translators must have a strong understanding of the linguistic competencies required to successfully translating academic texts. They adopt several tactics to proficiently address language obstacles and remain informed about the most recent standards in the industry. This is further defined by Chomsky (1969), the significance that linguistics competence lies on the language structure and its application for precise translation of academic texts (Hatim & Munday, 2004). Thus, this research paper emphasises linguistic conventions, including grammar, spelling, punctuation, mechanical correctness, unintelligible, and character encoding, as established by ISO 17100, which is the fundamental standards for translation services.

#### **3.3. The Role of Dewan Bahasa & Pustaka**

The Malay language demonstrates internal stability, with its foundational elements established by Dewan Bahasa dan Pustaka (DBP), incorporating a well-defined spelling system, writing, grammar, a broad vocabulary and terminology across fields. In this context, DBP has generated enormous numbers of concepts across numerous disciplines of knowledge, while Malay grammar has been formalised. DBP implemented the current spelling system on August 16, 1972, and it has remained unchanged to this day. Furthermore, a significant aspect of Malay as the

language of advanced proficiency is its standard variation which the standard range set by DBP is crucial for consistent and systematic use to engage in academic discourse scientifically, promoting the dissemination and transfer of knowledge, as well as serving as an instrument for intellectual communication within the community. DBP has also played an effective role when successfully elevating the position of the Malay language through the construction of terms, publication of scientific books, scientific journals, translation of foreign reference materials and language research. The National Translation Institute, Indonesian-Malaysia Council (MBIM) and Brunei-Indonesia-Malaysia Council (MABBIM) are helping volunteer associates in knowledge fields such as the Linguistic Society. Thus, the DBP objective is for Malay language to achieve and reach the highest level of language knowledge with the application of two essential elements (Berk & Garvin, 1984), which are the integrity and completeness of the language.

The role of DBP cannot be denied as a scholarly institution of academic materials and as a supporter of efforts to conserve the Malay language, which serves as the language of knowledge and education in the education sector. The establishment of DBP in 1956 has played an effective role in successfully elevating the position of the Malay language through the construction of terms, the publication of academic books, the translation of foreign reference materials, and language research. Baharom (2006) concludes that DBP's function as a nation-based organisation, or linguistic nationalism, is not just about observing the position of the Malay language in Malaysia; it is also responsible for ensuring it is a language of knowledge at all levels of education.

The advancement of DBP's information and information technology has also taken steps into the digital world by providing the DBP website through the online advice portal on Language Advisory Services. DBP as a special body places the benchmarking of Malay as the language of knowledge and advanced knowledge of the nation. This could be emphasised in a research study on grammatical error analysis, spelling errors in the Malay language, punctuation, errors of connective words, prepositions, question words, derivative nouns, and pronouns utilising a qualitative methodology integrated with Malay language principles. The identification and descriptions of these errors are based on Tatabahasa Dewan (Nik Safiah Karim et al., 2015), Pedoman Umum Ejaan Rumi Bahasa Melayu (1992), and Daftar Kata Bahasa Melayu (2016). The research shows weak use and mastery of Malay grammar will negatively impact the quality of a text (Rafidah Mat Ruzki, 2021). The effort to elevate the Malay language is a continuous language development process, and it refers to efforts to strengthen the Malay language from the perspective of its system, namely the spelling, pronunciation, grammar, terminology, vocabulary, and language register.

The establishment of DBP in 1956 as the official body of language and cultural expansion of the country has placed assurance on the function and role of Malay as the language of knowledge, which has a strong standard. In their study of learners learning at the Academy of Malay Studies (APM), University of Malaya, Salinah Jaafar and Rohaidah Haron (2016) found that the learners are still at the basic level. The results indicate that learners make mistakes in aspects of morphology, syntax, and mechanics, such as the use of affixes, prepositions, conjunctions, reduplication, the use of loanwords, and word or term selection. The researcher provides suggestions to encourage learners to learn the Malay language more consistently.

Dewan Bahasa dan Pustaka (DBP) has recently mentioned a new program that reflects dedication on taking the Malay language to a higher level in translation and publication work. DBP revealed that it will work with the Han Culture Centre Malaysia to translate Chinese literature, mainly in the field of artificial intelligence (AI), into Malay. This effort is meant to make Malay-language resources better in advanced technology fields. It shows that DBP is committed to promoting scientific and technical publications in the national language (The Star, 2024). DBP has also been the leader in persuading people all around the world to promote the Malay language. In October 2024, reports stated that DBP attempted to provide more Malay language programs to colleges in other nations, like China, Thailand, and Japan. This project shows that DBP is dedicated about expanding the Malay language over the world and getting people in other nations to study it (KLSE.i3investor.com, 2024).

Therefore, DBP, as the main body of the nation's literacy, is fully committed to continuing to generate Malay as the language of advanced education. Trust, credibility and accountability of DBP on the progress and development of the Malay language will continue to be trusted until now. DBP is the reflection of the Malay language function in advanced learning and is the backbone of the nation's national language culture and knowledge to achieve the rank and status of the supremacy of the nation's constitution.

### **3.4. Translation course in Higher Learning Institutions to promote SDG 8 and SDG 9**

Translation industry is not seen as only a service industry but as a vital contributor to sustainability, fostering innovation, and cultural preservation and the opportunity for professional growth should not be underestimated. The sustainability in this practice has proven to be important as it could support the economic and professional development of linguists which aligns with long term global goals. With the advancement and the use of technology, translation is no longer a cognitive process. At present, the use of tools like translation memory and machine translation enhances the efficiency and quality of translation processes. Translation studies, an interdisciplinary area, investigates the theory, practice, and impacts of translation, interpretation, and localisation, employing concepts from comparative literature, computer science, history, linguistics, philosophy, semiotics, and terminology (Exeter, 2018; Wikipedia, 2023). Higher Learning Institutions need to train individual language professionals to attain these advancements if the purpose is to prepare future professionals for job markets (De Céspedes, 2020). On the other hand, Abdel Latif (2020) addressed the importance for profession-oriented understanding in the area of translation. A translation professional should be invited to present their work and career experiences. Experiential and simulated learning training are often effective when learners engage with actual or highly simulated work environments and tasks (González-Davies & Enríquez-Raído, 2016).

Translators are seen as specialists in intercultural communication and decision makers. They possess their own aims, set their own objectives, and define the functions of the texts they engage with, therefore shifting the emphasis from linguistic comparisons to real-world professional translation. (Konttinen, n.d.). Siregar et al. (2022) emphasised that translators play a significant role in addressing linguistic gaps in order to encourage the transfer of academic information across languages and cultures. In recent years, a few researchers have investigated translation competence from multiple perspectives, including a process-oriented approach that combines translation with editing and revision in training programs (Latorraca & Aiello, 2021), an analysis of higher-order thinking skills (HOTS) alongside a HOTS-oriented translation competence model (Tan & Cho, 2021), and a collaborative method aimed at enhancing the translation competence of non-professional translators (Beseghi, 2021). Song (2022) further elaborated that teaching translation is a very important content. With the continuous development of economic globalisation, the interaction of the international community is becoming more and more frequent; hence, cultivating translators who meet the needs of social development has become a key task of foreign language teaching in colleges and universities.

Integrating these perspectives provides translation education that addresses industry demands for innovation and sustainability, thereby supporting SDG 8 (Decent Work and Economic Growth) and SDG 9 (Industry, Innovation, and Infrastructure). This integration emphasises the importance of language standards and professional training in developing the translation industry and promoting global sustainability objectives. However, language accumulation is a teaching process that encompasses perception, experience, absorption, internalisation, activation, and application across various aspects including sound, shape, meaning, emotion, thinking, and environment. This process integrates "acquisition" and "learning," develops proficiency in language skills, and fundamentally involves language generation and transformation, which can produce different results for each learner. Therefore, the absence of standard-based translation training in Malaysian institutions will further diminish the quality of translated works produced by learners.

## **4.0. Methodology**

This study adopts a qualitative research design employing a content analysis approach to examine linguistic convention errors in student translation tasks. Content analysis is a systematic and objective research method used to analyse the presence, meanings, and relationships of specific linguistic features within a text (Krippendorff, 2013). The focus in this study is to investigate and identify translation errors related to linguistic conventions, such as grammar, punctuation, spelling, textual conventions, etc., based on the MQM framework within learners' translated texts.

In this study, purposive sampling was utilised to select prospective learners from the LG120 Diploma in English for Professional Communication program. In accordance with the entry requirements for this program, learners are required to possess a minimum of B in Malay and an A- in English. 50 learners from the second year (semester four) who had completed the first translation course in semester 3 and were in the middle of the second translation course in semester 4 were selected. The learners were given an English text that was in the "Health" genre. They had to translate the text into Malay. The source texts and learners' translated texts were then used as the main data in analysing linguistic convention errors based on the MQM framework. This study involves comparing the two texts (the source text and the target text) by using linguistic convention error rubrics to discover translation errors made by the learners. This study examined 50 target texts in Malay derived from a single source text translated by the learners.

## 5.0. Results and Findings

Table 1 shows the results of analysing learners' translation tasks using the MQM framework. The identified and corrected errors were analysed according to the formal language standards established in Tatabahasa Dewan and Gaya Dewan, as discussed in the literature review. The analysis shows that the official Malay language standard was adopted to evaluate translation problems, which supports the reliability of the findings.

**Table 1**

### *Identified Linguistic Conventions Errors*

Linguistic conventions error category	Subcategory	Error Types	Identified in translated work
<b>Grammar</b>	Word Form	Preposition	√
		Parts of Speech	√
		Tense	√
		Agreement	√
	Word Order		√
	Function Words		√
	General Language Collocations		√
<b>Punctuation</b>	Unpaired Quote Marks or Parentheses		√
<b>Spelling</b>	Diacritics		√
	Transliteration		NA
	Capitalisation		√
	Compounding		√
<b>Title Style</b>			√
<b>Corpus Conformance</b>			√
<b>Pattern Problem</b>			√
<b>Duplication</b>			√
<b>Sorting</b>			√
<b>Unclear Reference</b>			√
<b>Unintelligible</b>			√
<b>Character Encoding</b>			√
<b>Non-Allowed Characters</b>			√
<b>Textual conventions</b>	Cohesion		√
	Coherence		√

	index or toc	NA
	Missing or incorrect items	NA
	page references	NA
	index or toc formatting	NA
	images vs text	NA
<b>Whitespace</b>		NA

### Example 1

#### Source sentence

*"the significance of maintaining a healthy mind has never been more critical"*

#### Learner's response (Target Text)

*"kepentingan untuk mengekalkan minda sihat tidak pernah menjadi lebih kritikal"*

The learner's response specified a few errors. The preposition *"untuk"* in the Malay language is grammatically incorrect, as it indicates redundancy in the phrase. Besides that, the content reflects a direct translation from English, lacking the required adaptation that a translator has to apply in understanding equivalency, clarity, and fluency. It is not idiomatic in the Malay language, which uses concise and direct expressions. Thus, *"kepentingan untuk mengekalkan"* is inaccurate. The correct form should be *"kepentingan mengekalkan,"* which indicates proper use of the noun + verb (infinitive) pattern, or *"pentingnya mengekalkan,"* which demonstrates the use of the adjective + verb structure. This example leads to significant errors in grammar, word order, idiomatic usage, and syntactic structure. Another analysis of this sentence addresses the phrase *"lebih kritikal,"* which does not fit in standard Malay as it involves emergencies or serious mental states, such as those encountered in life-and-death situations. Redundancy and syntactical inaccuracies are evident in the incorrect translation of the sentence. The word *"kritikal"* is a borrowed word from English emphasising the comparative form; thus, the correct form should be *"keadaan kritikal,"* which indicates proper use of the noun + adjective pattern, or *"keadaan semakin penting,"* which indicates the use of the noun + auxiliary (acts as an intensifier) + adjective structure. This error affects the cohesion of the translated work, as it lacks native setting and may hinder readability and comprehension.

### Example 2

#### Source sentence

*"we enhance our ability to lead fulfilling lives and maintain positive relationships"*

#### Learner's response (Target Text)

*"dengan memfokuskan kesejahteraan mental kita, kita mempertinggi keupayaan kita untuk menjalani kehidupan yang memenuhkan dan mengekalkan hubungan positif"*

The learner's response specified a few errors. The missing of the word *"yang"* (a clause connector) from the phrase *"hubungan positif"* demonstrates the inaccuracy of function words. It serves a grammatical purpose to introduce a clause by describing the noun in the phrase given. The next phrase, *"memfokuskan kesejahteraan mental,"* indicates the wrong use of parts of speech. *"memfokuskan"* is a transitive verb that requires a clear object, but an abstract noun is provided in this phrase. Thus, it does not comply with the verb-object relationship. The correct form should be *"memberi tumpuan kepada kesejahteraan,"* which follows standard collocations, and ensure fluent usage.

### Example 3

#### Source sentence

*"they contribute to a happier, more compassionate, and empathetic society".*

**Learner's response (Target Text)**

*"mereka menyumbang kepada masyarakat yang lebih bahagia, lebih berbelas kasihan dan berempati".*

The learner's response specified one error identified as the agreement. The phrase is inconsistent and considered as partial agreement because the word *"lebih"* was not used to reflect all three adjectives used in this sentence; thus, the correct form should be *"lebih bahagia, lebih berbelas kasihan dan lebih berempati"* to comply with proper agreement in comparatives.

**Example 4****Source sentence**

*"Mental Well-being: A healthy mind is the foundation of mental well-being."*

**Learner's response (Target Text)**

*"Kesejahteraan Mental- Minda yang sihat ialah asas kepada kesejahteraan mental."*

The learner's response specified a few errors. The misuse of hyphen in the phrase *"Kesejahteraan Mental- Minda"* to introduce elaborations or clarification. The hyphen should be replaced with colon (:) in which wrong punctuation used demonstrates incomprehensible and does not comply to grammatical conventions in Malay language. The misspelling of the word *"kesejahteraan"* (missing of the syllable *"he"* in the middle of the word alters the morphology and form) also create confusion in understanding the meaning of the word thus, loses its credibility in the translated version as it is deemed unprofessional and careless in accuracy.

*"Kesejahteraan Mental: A healthy mind is the foundation..."*

The learner's response specified a code-mixing translation that is deemed hindering the integrity of the target language in stylistic and linguistic as well as cultural norms. Without proper use of encoding or translation, such code-mixing translation should be avoided. The output of this sentence should be in full Malay, as it does not refer to any technical, scientific, or culturally bound words. This statement is a general statement which can be translated into equivalents in the Malay language. Not doing so reduces assessment scores in formal language evaluation, and it is deemed not adhering to the corpus conformance in translation purpose.

**Example 5****Source sentence**

*"Let us delve into the reasons why nurturing a healthy mind is of utmost importance in today's world".*

**Learner's response (Target Text)**

*"Mari kita mendalami sebab mengapa memupuk minda sihat adalah sangat penting dalam dunia hari ini dengan sepenuh perhatian dan penuh penekanan tentang isu yang kritikal ini..."*

The learner's response specified an over-elaboration and repetition in phrases like *"sepenuh" perhatian*, *"penuh" penekanan*, and *"isu yang kritikal ini"*, as it is redundant and meaning was repetitively overemphasised. This reflects the intensity of expressiveness that was beyond the semantic clarity, which has to be the priority in the translated work. The Malay discourse norms usually practise concise, coherent and logical progressive sequencing of ideas which reflect standard corpus use in the Malay language. The translated work violates the principle of not only textual convention, but also pattern problems.

*"Mari kita menyelami kepentingan minda sihat dalam dunia ini yang semakin mencabar kerana manusia semakin lupa dengan tanggungjawab dan teknologi juga"*

The learner's response specified a few errors, for example, irrelevant content, such as in the phrase *"manusia semakin lupa dengan tanggungjawab dan teknologi juga"*. The added part does not contain a logical explanation and could be based on the learner's prior knowledge, which is deemed inaccurate and unacceptable as it does not exist in the source text. Personal interpretation and unauthenticated inferencing reflect the learner's lack of genre



awareness, as it was based on unsupported assumptions, resulting in making generalisations instead of adhering to quality and conformation that align with Malay formal writing norms. The phrase *“teknologi juga”* demonstrates an unclear reference in the sentence. The phrase creates ambiguity for the referent, as it is not linked to what was mentioned before or after in the source sentence. This shows translated work violates textual conventions and has unclear reference.

#### **Example 6**

##### **Source sentence**

*“By collectively valuing and nurturing mental health, we can create a world that is more inclusive, understanding, and supportive for all.”*

##### **Learner’s response (Target Text)**

*“Dengan secara kolektif menghargai dan memupuk kesihatan mental, kita dapat mewujudkan dunia yang lebih inklusif, memahami dan menyokong untuk semua”*

The learner’s response specified a parenthesis at the end of the sentence, which creates confusion in the text. This implies missing information, which leads to unfulfilled elaboration in the sentence, and it could indicate no clear purpose or no closure to the context. This case clearly shows syntactic dissonance and semantic confusion in the translated version.

#### **Example 7**

##### **Source sentence**

*“The Importance of a Healthy Mind in Today’s World”*

##### **Learner’s response (Target Text)**

*“KEPENTINGAN KESIHATAN MINDA DALAM DUNIA HARI INI”*

The learner’s response specified an error in the translated title, which retains all capital letters. In Malay, only the first letter is capitalised, even in titles. The use of uppercase letters may result in unintended tone, thus affecting formality and professionalism in academic writing or institutional context.

#### **Example 8**

##### **Source sentence**

*“cope with stress, adapt to change, and handle the ups and downs of life”*

##### **Learner’s response (Target Text)**

*“menghadapi tekanan, menghadapi perubahan dan menghadapi naik turun kehidupan”*

The learner’s responses specified duplication of the word *“menghadapi”*. The repetition is unnecessary, and it creates an unnatural or awkward phrasing translation of the work. It reflects the learner’s limited range of vocabulary and lack of awareness of the use of collocational norms, in which lexical diversity should also be one of the qualities in the translation process.

## **6.0. Conclusion**

Malaysia is a particularly intriguing context for the study of English-Malay and vice versa in the process of translation, as it plays the role of source sentence and target sentence. The translation industry nowadays serves as a contributor to sustainability, fosters innovation, and promotes cultural preservation, all of which align with long-term global goals. Hence, the study of translation using the MQM framework is significant, as the skills could guide the learners on a route to becoming sought-after translators worldwide. Understanding translation from a profession-orientated perspective is crucial in addressing linguistic gaps to encourage the transfer of academic information across languages and cultures. This study examined learners' work, identifying errors to produce high-quality translated work that aligns with ISO 17100 standards. In this paper, it is noted that English-Malay translation is highly diverse. Learners

need to have exposure to the MQM Framework in their studies, as it could evaluate translation problems, emphasising the importance of ISO quality to ensure more accurate translations are accomplished. Obvious evidence was shown in the linguistic conventions in which 13 categories of errors were detected, and non-applicable errors were also detected in the index or TOC and images vs. text (textual conventions) and whitespace. This shows that learners were unaware of the errors made during the process of translation work done, and this could serve as a problem if not corrected in the process of learning. It also suggests that learners may not have received systematic instruction in the conventions of the Malay language as codified in Tatabahasa Dewan and Gaya Dewan, or in the practical application of translation standards such as MQM and ISO 17100.

Thus, it is deemed necessary to make specific changes to the curriculum in the study of translation. The MQM framework must be integrated into the curriculum to ensure a standards-based translation training is provided to learners to meet standards for consistency, accuracy, and quality work produced. Integrating national language references (Tatabahasa Dewan, Gaya Dewan) into teaching practice will reflect a competency-based syllabus and will help ensure that learners can achieve globally recognised skills both locally and internationally. This will prepare learners for real-world translation demands in which they are able to perform professional practice in linguistic precision, intercultural competence, and quality assurance principles. Higher learning institutions need to train individual language professionals to attain these advancements if the purpose is to prepare future professionals for job markets; thus, these requirements should not be ignored. To comply with ISO 17100, the use of the MQM framework could help in preparing graduates who are able to be independent translators in developing the translation industry and promoting global sustainability objectives.

Nevertheless, the fundamental standards for translation services must be significantly adhered to by learners as a benchmark for improving the process of efficiency and output integrity among translators, ensuring accuracy, consistency, and cultural relevance across diverse languages from the source to the target language. Even though this paper offers insightful information on the linguistic convention errors and the use of MQM, it also highlighted a limitation, as the number of learners was small, and their language proficiency in both languages was not measured. The sample size may not be sufficient to represent a larger population of translation learners across various higher learning providers in Malaysia or the skills level being measured. Learners' language proficiency was not evaluated in either the source or target language, and this could make it more challenging to ascertain whether the learners' errors were caused by a lack of exposure to formal style guides like Tatabahasa Dewan and Gaya Dewan, a lack of knowledge of translation standards, or a linguistic deficiency in their lack of a basic evaluation of language proficiency. Future research filling this gap would improve the findings' interpretive depth and offer more focused pedagogical suggestions for translation training courses. Future research should also test MQM-integrated rubrics in classroom settings to determine the effectiveness in learners' ability to perform translation skills in a professionalism context.

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